

AMPLIFY ELA COMMON CORE STATE STANDARDS CORRELATIONS GUIDE

Grade 7

ALIGNMENT FORM

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Core Subject Area: English Language Arts Grade 7

How to work with the Amplify ELA Correlation to the Common Core State Standards

This correlations guide presents representative examples of how Amplify ELA provides instruction and practice aligned with specific standards. It is not intended as a full alignment, as it does not cite every instance in which a standard is taught or practiced.

Key for Amplify ELA 7th Grade Digital Curriculum:

Note that each Amplify digital lesson is divided into a sequence of Learning Objects/Activities, and each Learning Object/Activity is composed of a sequence of cards.

Example Citation: 7A: Red Scarf Girl & Narrative, SU3, L10, LO2, All Cards (Especially 2)

Unit 7A: Grade 7, Unit A

SU: Sub-unit

L: Lesson

LO: Learning Object (Activity)

TOLO: Teacher Only Learning Object (Activity)

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All Cards: View each card in the LO. Note that some LOs only have one card.

All Cards (Especially X): View each card in the LO with special attention to the specified card.

Unit Guide: Scroll down from the unit landing page to find the *Unit Overview*, which contains the unit description, plus accordian files of additional planning, prep, and related materials.

Sub-unit Overview: Scroll down from the sub-unit landing page to open a description of the text and lessons comprising the sub-unit.

TLB (Teacher Lesson Brief): Scroll down from the lesson landing page to find the *Lesson Brief*, which contains the Lesson Overview, Lesson Objectives, Standards, Differentiation, Prep, and Materials.

Instructional Guide: Click on the icon marked *Instructional Guide* at the top of each Learning Object (Activity) to find teacher guidance for the activity, as well as possible responses.

SLB (Student Lesson Brief): Scroll down from the lesson landing page to find the *Student Lesson Brief*, which contains a student-friendly introduction to the lesson and suggestions for additional reading.

Amplify Vocab App: Alignment citations for *Vocabulary Acquisition and Use*, Language Standards 4, 5, and 6, include links to the cited activity in the Amplify Vocab App. Reviewers will need to be logged in to Amplify in order for these links to work.

Amplify Mastering Conventions PDFs: To review citations in *Mastering Conventions*, navigate to the Materials section of the Unit Guide for any unit except Unit 7G: Intermediate Story Writing.

Key for Amplify ELA 7th Grade Print Curriculum:

Note that each Amplify print lesson is divided into a sequence of Steps/Activities.

Example Citation: (7B: Character & Conflict, SU1, L1, TE Step B p. 24, WJ p.9)

Unit 7B: Grade 7, Unit B

SU: Sub-unit

L: Lesson

Step: Lesson Activity

TE: Teacher Edition

SE: Student Edition

WJ: Writing Journal

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READING STANDARDS FOR LITERATURE

Standard	Amplify ELA Citations
Key Ideas and Details	
RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>7B: Character & Conflict, SU1, L1, LO4, All Cards (Print: 7B: Character & Conflict, SU1, L1, TE Step B p.24, WJ p. 11)</p> <p>7D: Poetry & Poe, SU2, L5, LO4, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU2, L5, TE Step H p. 45, WJ p. 25)</p> <p>7B: Character & Conflict, SU2, L9, LO2–3, All Cards (Print: 7B: Character & Conflict, SU2, L9, TE Steps C2 and D2 p. 70, WJ p. 44)</p> <p>7D: Poetry & Poe, SU1, L1, LO5–6, All Cards (Print: 7D: Poetry & Poe, SU1, L1, TE Steps C and D p. 12, WJ p. 8)</p>
RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.	<p>7D: Poetry & Poe, SU4, L3, LO8 (Print: 7D: Poetry & Poe, SU4, L3, TE Step K p. 107, WJ p. 65)</p> <p>7B: Character & Conflict, SU1, L4, LO4 (Print: 7B: Character & Conflict, SU1, L4, Step N, p. 31 and WJ p. 17)</p> <p>7D: Poetry & Poe, SU3, L5, LO2, All Cards (Print: 7D: Poetry & Poe, SU3, L5, Step L p. 81, WJ p. 49)</p> <p>7B: Character & Conflict, SU2, L15, LO4–5, All Cards (Print: 7B: Character & Conflict, SU2, L15, Step W2 and X2, pp. 80–81, WJ pp. 51–52)</p>

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<p>RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>7B: Character & Conflict, SU1, L3, LO2, All Cards, (Especially 2) (Print: 7B: Character & Conflict, SU1, L3, Step I TE p. 28 and WJ p. 15, questions 1–2)</p> <p>7B: Character & Conflict, SU2, L3, LO2, All Cards (Especially 2) (Print: 7B: Character & Conflict, SU2, L3, Step J, TE p. 58, WJ p. 25)</p> <p>7D: Poetry & Poe, SU3, L1, LO4, 5, 7 (Especially LO7) (Print: 7D: Poetry & Poe, SU3, L1, TE Steps B, C, and E pp. 72–73, 75, WJ pp. 37–38, 40)</p> <p>7B: Character & Conflict, SU2, L6, LO2, All Cards (Especially 1, 3) (Print: 7B: Character & Conflict, SU2, L6, TE Step Q p. 62, WJ pp. 30–32)</p>
Craft and Structure	
<p>RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>7D: Poetry & Poe, SU1, L2, LO3, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU1, L2 , TE Step G p. 17, WJ pp.11–12)</p> <p>7B: Character & Conflict, SU3, L1, LO3 (Print: 7B: Character & Conflict, SU3, L1, Step B, TE p. 91)</p> <p>7B: Character & Conflict, SU2, L13, LO3, 6, All Cards (Print: 7B: Character & Conflict, SU2, L13, TE Step N2 p. 76, WJ p. 50)</p>
<p>RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g. sonnet, soliloquy) contributes to its meaning.</p>	<p>7E: The Frida & Diego Collection, SU3, L1, LO4, All Cards (Print: 7E: The Frida & Diego Collection, SU3, L1, TE Step C p. 90)</p> <p>7B: Character & Conflict, SU2, L1, LO2, All Cards (Especially 6) (Print: 7B: Character & Conflict, SU2, L1, Step B, TE p. 52, WJ p.20)</p>

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	<p>7D: Poetry & Poe, SU4, L2, LO4–5, All Cards (Print: TE Steps E and F p. 103, WJ p. 58)</p> <p>7D: Poetry & Poe, SU1, L3, LO2–3, All Cards (Print: 7D: Poetry & Poe, SU1, L3, TE Steps H and I pp. 18–19, WJ pp. 14–15)</p>
RL.7.6: Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.	<p>7D: Poetry & Poe, SU3, L5, LO3, All Cards (Especially 2–3) (Print: 7D: Poetry & Poe, SU3, L5, TE Step L p. 81, WJ p. 49)</p> <p>7B: Character & Conflict, SU2, L14, LO2, All Cards (Print: 7B: Character & Conflict, SU2, L14, TE Step P2 p. 77)</p> <p>7B: Character & Conflict, SU2, L14, LO3–5, All Cards (Print: 7B: Character & Conflict, SU2, L14, TE Steps Q2–S2 pp. 77–78)</p> <p>7D: Poetry & Poe, SU2, L2, LO3–4, All Cards (Print: Teacher directed to use digital lesson.)</p>
Integration of Knowledge and Ideas	
RL.7.7: Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	<p>7B: Character & Conflict, SU2, L2, LO6, All Cards (Especially 1–2) (Print: 7B: Character & Conflict, SU2, L2, Step H p. 56 and WJ p. 23)</p> <p>7D: Poetry & Poe, SU2, L1, LO4, All Cards (Print: 7D: Poetry & Poe, SU2, L1, TE Step A p. 38, WJ p. 18)</p> <p>7B: Character & Conflict, SU2, L4, LO2 and 4, All Cards (Print: 7B: Character & Conflict, SU2, L4, TE Steps M and P (Teacher projects digital Exit Ticket (LO4)) pp. 60–61, WJ p. 28)</p> <p>7D: Poetry & Poe, SU3, L3, LO2, All Cards</p>

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	(Print: 7D: Poetry & Poe, SU3, L3, TE Step H p. 78, WJ pp. 44–45)
RL.7.8: Not applicable to Literature	
RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<p>7B: Character & Conflict, SU3, L2, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7F: The Gold Rush Collection, SU3 L1, LO3, All Cards (Especially 3) (Print: 7F: The Gold Rush Collection, SU3, L1, TE Step B p. 86, WJ pp. 39–40)</p> <p>7B: Character & Conflict, SU2, L1, TOLO 1–2, and LO3 (Print: 7B: Character & Conflict, SU2, L1, Step A and C, pp. 49–51 and 53, WJ p. 20)</p> <p>7B: Character & Conflict, SU2, L12, LO2, All Cards (Print: 7B: Character & Conflict, SU2, L12, Step J2 p. 73)</p>
Range of Reading and Text Complexity	
RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	<p>Amplify students regularly read a variety of literary texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.</p> <p>Where to look:</p> <p>Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.</p>

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	<ul style="list-style-type: none"> • Digital Example: 7B: Character & Conflict, SU2, L2, LO8, All Cards • Print Example: Grade 7 Solo Activity Set blackline master, 7B: Character & Conflict, SU2, L2, pp. 44–45, All Questions <p>Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.</p> <ul style="list-style-type: none"> • Select Text Activities <ul style="list-style-type: none"> ○ Digital Example: 7A: Red Scarf Girl & Narrative, SU3, L4, LO2, All Cards ○ Print Example: 7A: Red Scarf Girl & Narrative, SU3, L4, TE Step R, p. 179, SE p. 159 • Use the Text as Referee Activities <ul style="list-style-type: none"> ○ Digital Example: 7D: Poetry & Poe, SU3, L1, LO3, All Cards ○ Print Example: 7D: Poetry & Poe, SU3, L1, TE Step A, p.71, SE p. 443, WJ p. 36 • Other Close Reading Activities <ul style="list-style-type: none"> ○ Digital Example: 7D: Poetry & Poe, SU1, L2, LO3, All Cards ○ Print Example: 7D: Poetry & Poe, SU1, L2, TE Step G, p. 17, SE p. 405, WJ pp. 11–12
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READING STANDARDS FOR INFORMATIONAL TEXT

Standard	Amplify ELA Citations
KEY IDEAS AND DETAILS	

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<p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>7E: The Frida & Diego Collection, SU2, L2, LO3, All Cards (Especially 2–3) (Print: 7E: The Frida & Diego Collection, SU2, L2, TE Step H p. 79, WJ p. 29)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L4, LO2, All Cards (Especially 3) (Print: 7A: Red Scarf Girl & Narrative, SU3, L4, TE Step R p.179)</p> <p>7E: The Frida & Diego Collection, SU3, L3, LO2, 3, 5, All Cards (Print: 7E: The Frida & Diego Collection, SU3, L3, TE Step J p. 96, WJ p. 39)</p> <p>7C: Brain Science, SU1, L5, LO4–5, All Cards (Print: 7C: Brain Science, SU1, L5, TE Step P and Q pp. 92–93, WJ pp. 27–28)</p>
<p>RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.</p>	<p>7A: Red Scarf Girl & Narrative, SU3, L5, LO4, All Cards (Especially 3) (Print: 7A: Red Scarf Girl & Narrative, SU3, L5, TE Step U, p. 181)</p> <p>7C: Brain Science, SU1, L1, LO4, All Cards (Especially 4) (Print: 7C: Brain Science, SU1, L1, TE Step B pp. 75–77, WJ p. 9)</p> <p>7C: Brain Science, SU1, L9, LO2, All Cards, (Especially 1) (Print: 7C: Brain Science, SU1, L9, TE Step Z p. 100, WJ p. 38)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L9, LO4 (Print: 7A: Red Scarf Girl & Narrative, SU3, L9, TE Step K2 p. 194)</p>
<p>RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>7C: Brain Science, SU1, L2, LO2, All Cards (Print: 7C: Brain Science, SU1, L2, Step D, TE p. 80, and WJ pp. 12–13)</p> <p>7C: Brain Science, SU1, L5, LO3, All Cards (Especially 3)</p>

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	<p>(Print: 7C: Brain Science, SU1, L5, TE Step O p. 91, WJ pp. 25–26)</p> <p>7C: Brain Science, SU1, L3, LO3–6, All Cards (Print: 7C: Brain Science, SU1, L3, LO3–6, TE Step H–J pp. 84–85, WJ pp. 16–19)</p> <p>7C: Brain Science, SU1, L11, LO3, All Cards (Print: 7C: Brain Science, SU1, L11, TE Step D2 p. 103, WJ pp. 46–47)</p>
Craft and Structure	
RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p>7A: Red Scarf Girl & Narrative, SU3, L10, LO2, All Cards (Especially 2) (Print: 7A: Red Scarf Girl & Narrative, SU3, L10, TE Step M2, p. 196)</p> <p>7C: Brain Science, SU2, L4, LO6 (Print: 7C: Brain Science, SU2, L4, TE Step M p. 144, WJ pp. 69–70)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L3, LO2, All Cards (Especially 1) (Print: 7A: Red Scarf Girl & Narrative, TE Step N p. 176)</p> <p>7C: Brain Science, SU1, L1, LO4, All Cards (Especially 2–3) (Print: 7C: Brain Science, SU1, L1, TE Step B p. 75, WJ p. 9)</p>
RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<p>7C: Brain Science, SU2, L1, LO2, All Cards, (Especially 3) (Print: 7C: Brain Science, SU2, L1, Step A TE p. 132 and WJ pp. 52–53)</p> <p>7F: The Gold Rush Collection, SU3 L2 LO2 (Print: 7F: The Gold Rush Collection, SU3, L2, TE Step E p. 88, WJ p. 42)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L9, LO3–4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L9, TE Step J2 and K2 p. 194)</p>

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	<p>7C: Brain Science, SU2, L2, LO3, All Cards (Especially 3) (Print: 7C: Brain Science, SU2, L2, TE Step E p. 136, WJ pp. 59–60)</p>
<p>RI.7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.</p>	<p>7F: The Gold Rush Collection, SU2, L2, LO6–7, All Cards (Print: 7F: The Gold Rush Collection, SU2, L2, TE Step I p. 75. Teacher projects Exit Ticket from SU2, L2, LO7)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L8, LO4, All Cards (Especially 2) (Print: 7A: Red Scarf Girl & Narrative, SU3, L8, TE Step G2 p. 190 and WJ p. 45)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L11, LO2 & LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L11, TE Step P2 and R2 pp. 198–199, WJ p. 50)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L2, LO5-7, and LO9, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L2, TE Steps L and M pp. 174–175)</p>
Integration of Knowledge and Ideas	
<p>RI.7.7: Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text’s portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>7E: The Frida & Diego Collection, SU2, L3, LO5, All Cards (Especially 4) (Print: Teacher directed to use digital lesson.)</p> <p>7F: The Gold Rush Collection, SU3, L3, LO5 (Print: 7F: The Gold Rush Collection, SU3, L3, TE Step I, p. 90, WJ p. 53)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L1, LO3, LO4, LO8, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L1, TE Step B, D, G (see LO8 in digital above) pp. 169–171)</p>

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	<p>7A: Red Scarf Girl & Narrative, SU3, L3, LO5, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L3, TE Step Q p. 178, WJ p. 39)</p>
<p>RI.7.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.</p>	<p>7C: Brain Science, SU3, L3, LO3, All Cards (Print: 7C: Brain Science, SU3, L3, Step F TE p. 172 and WJ pp. 80–81)</p> <p>7C: Brain Science, SU1, L7, LO6, All Cards (Print: 7C: Brain Science, SU1, L7, TE Step U p. 97)</p> <p>7C: Brain Science, SU1, L4, LO2, All Cards (Print: 7C: Brain Science, SU1, L4, TE Step K p. 86, WJ p. 20)</p> <p>7C: Brain Science, SU2, L2, LO4–5, All Cards (Print: 7C: Brain Science, SU2, L2, Step F p. 137, WJ p. 61)</p>
<p>RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>7C: Brain Science, SU2, L3, LO5, All Cards (Print: 7C: Brain Science, SU2, L3, Step I TE p. 140 and WJ p. 64)</p> <p>7E: The Frida & Diego Collection, SU2, L1, LO8, All Cards (Especially 3) (Print: 7E: The Frida & Diego Collection, SU2, L1, TE Step F p. 78, WJ p. 28)</p> <p>7C: Brain Science, SU3, L1, LO3–4, All Cards (Especially LO4, Card 2) (Print: 7C: Brain Science, SU3, L1, TE Steps B and C pp. 167–168, WJ pp. 75–77)</p> <p>7C, Brain Science, SU2, L2, LO4 & 5, All Cards (Print: 7C: Brain Science, SU2, L2, TE Step F p. 137, WJ p. 61)</p>

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Range of Reading and Text Complexity	
<p>RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Amplify students regularly read a variety of informational texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.</p> <p>Where to look:</p> <p>Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.</p> <ul style="list-style-type: none"> ● Digital Example: 7A: Red Scarf Girl & Narrative, SU3, L9, LO8, All Cards ● Print Example: Grade 7 Solo Activity Set blackline master, 7A: Red Scarf Girl & Narrative, SU3, L9, pp. 19-21, All Questions <p>Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.</p> <ul style="list-style-type: none"> ● Select Text Activities <ul style="list-style-type: none"> ○ Digital Example: 7A: Red Scarf Girl & Narrative, SU3, L9, LO3–4, All Cards ○ Print Example: 7A: Red Scarf Girl & Narrative, SU3, L9, TE Steps J2–K2, p. 194, SE p. 174 ● Use the Text as Referee Activities <ul style="list-style-type: none"> ○ Digital Example: 7C: Brain Science, SU1, L2, LO3, All Cards ○ Print Example: 7C: Brain Science, SU1, L2, TE Step E, p. 81, SE p. 315, WJ p. 14 ● Other Close Reading Activities

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	<ul style="list-style-type: none"> ○ Digital Example: 7F: The Gold Rush Collection, SU2, L1, LO3–5, All Cards ○ Print Example: 7F: The Gold Rush Collection, SU2, L1, TE Steps A–D, pp. 70–73, SE pp. 622–625, WJ pp. 16–25
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WRITING STANDARDS

Standard	Amplify ELA Citations
Text Types and Protocol	
<p>W.7.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented 	<p>W.7.1 7D: Poetry & Poe, SU2, L3, LO5, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU2, L3, TE Step E p. 42, WJ pp. 22–23)</p> <p>7D: Poetry & Poe, SU3, L5, LO5, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU3, L5, TE Step N p. 83, WJ p. 51)</p> <p>7F: The Gold Rush Collection, SU5, L2, LO5, All Cards (Especially 2) (With Argumentative Essay Option) (Print: 7F: The Gold Rush Collection, SU5, L2, TE Step F and G p. 115, WJ pp. 71–72)</p> <p>7C: Brain Science, SU1, L2, LO4, All Cards (Print: Brain Science, SU1, L2, Step F p. 82, WJ p. 15)</p> <p>W.7.1.a 7D: Poetry & Poe, SU5, L1, LO6 (Print: 7D: Poetry & Poe, SU5, L1, TE Step C p. 120, WJ p. 74)</p> <p>7F: The Gold Rush Collection, SU5, L2, LO5, All Cards (Especially 2)</p>

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	<p>(Print: 7F: The Gold Rush Collection, SU5, L2, TE Step F p. 115, WJ p. 71)</p> <p>7E: The Frida & Diego Collection, SU5, L2, LO5, All Cards (Especially 2) (Print: 7E: The Frida & Diego Collection, SU5, L2, TE Step F p. 123, WJ p. 71)</p> <p>7F: The Gold Rush Collection, SU5, L3, LO7, All Cards (Print: 7F: The Gold Rush Collection, SU5, L5, TE Step J p. 116, WJ pp. 75–76)</p> <p>7D: Poetry & Poe, SU5, L4, LO6, All Cards (Print: 7D: Poetry & Poe, SU5, L4, TE Step M p.123, SE pp. 646–647, WJ pp. 86–87)</p> <p>7E: The Frida & Diego Collection, SU5, L3, LO7, All Cards (Print: 7E: The Frida & Diego Collection, SU5, L3, TE Step J p. 124, WJ pp. 75–76)</p> <p>W.7.1.b 7D: Poetry & Poe, SU2, L4, LO4 (Print: Teacher directed to use digital lesson.)</p> <p>7D: Poetry & Poe, SU5, L2, LO4, All Cards (Especially Card 2) (Print: 7D: Poetry & Poe, SU5, L2, TE Step E p. 121, WJ p.76)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L1, LO5, All Cards (Especially 2) (Print: 7A: Red Scarf Girl & Narrative, SU3, L1, TE Step G p. 171, WJ p. 38)</p> <p>7E: The Frida & Diego Collection, SU5, L3, LO4</p>
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	<p>(Print: 7E: The Frida & Diego Collection, SU5, L3, TE Step H p. 124, SE p. 651, WJ p. 73)</p> <p>W.7.1.c 7D: Poetry & Poe, SU5, L3, LO5, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU5, L3, TE Step H p. 122, SE p. 646, WJ p. 78)</p> <p>7F: The Gold Rush Collection, SU5, L5, LO5, All Cards (Especially 1) (Print: 7F: The Gold Rush Collection, SU5, L5, TE Step P p. 118, SE p.652, WJ p. 83)</p> <p>7D: Poetry & Poe, SU5, L5, LO5, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU5, L5, TE Step O p. 124, SE p. 647, WJ pp. 89-90)</p> <p>W.7.1.d 7D: Poetry & Poe, SU5, L5, LO6, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU5, L5, TE Step P p. 124, SE p. 648, WJ pp. 92–93)</p> <p>7F: The Gold Rush Collection, SU5, L5, LO6, All Cards (Especially 1) (Print: 7F: The Gold Rush Collection, SU5, L5, TE Step Q p. 118, WJ pp. 85–86)</p> <p>7E: The Frida & Diego Collection, SU5, L5, LO5, All Cards (Especially 1) (Print: 7E: The Frida & Diego Collection, SU5, L5, TE Step R p. 126)</p> <p><i>Mastering Conventions Two</i>, Unit 7, L24–25: Formal and Informal Writing Styles—Code-Switching, pp. 338, 342</p> <p>W.7.1.e</p>
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	<p>7D: Poetry & Poe, SU5, L5, LO4 (Print: 7D: Poetry & Poe, SU5, L5, TE Step N page 124, SE p. 646, WJ p. 88)</p> <p>7F: The Gold Rush Collection, SU5, L4, LO7 (Print: 7F: The Gold Rush Collection, SU5, L4, TE Step N p. 117, SE p. 628, WJ p. 80)</p> <p>7E: The Frida & Diego Collection, SU5, L4, LO7 (With Argumentative Essay Option) (Print: 7E: The Frida & Diego Collection, SU5, L4, TE Step N p. 125, SE p. 540, WJ p. 80)</p> <p>W.7.1.d 7D: Poetry & Poe, SU5, L5, LO6, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU5, L5, TE Step P p. 124, SE p. 648, WJ pp. 92–93)</p> <p>7F: The Gold Rush Collection, SU5, L5, LO6, All Cards (Especially 1) (Print: 7F: The Gold Rush Collection, SU5, L5, TE Step Q p. 118, WJ pp. 85–86)</p> <p>7E: The Frida & Diego Collection, SU5, L5, LO5, All Cards (Especially 1) (Print: 7E: The Frida & Diego Collection, SU5, L5, TE Step R p. 126)</p> <p><i>Mastering Conventions Two</i>, Unit 7, L24–25: Formal and Informal Writing Styles—Code-Switching pp. 338–361</p>
W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p>W.7.2 7B: Character & Conflict, SU4, L1, LO6 (Print: 7B: Character & Conflict, SU4, L2, Step E, p. 99, WJ p. 64)</p>

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<ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented 	<p>7C: Brain Science, SU4, L1, LO2, All Cards (Especially 1) (Print: 7C: Brain Science, SU4, L1, TE Step A p. 180, SE p. 646)</p> <p>7D: Poetry & Poe, SU4, L2, LO6, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU4, L2, TE Step H p. 104, WJ p. 60)</p> <p>W.7.2.a</p> <p>7B: Character & Conflict, SU4, L4, LO5–7, All Cards (Print: 7B: Character & Conflict, SU4, L4, Steps G–H, p. 100, SE pp. 646–647, WJ pp. 69–70)</p> <p>7C: Brain Science, SU4, L4, LO5, All Cards (Print: 7C: Brain Science, SU4, L4, TE Step M p.183, SE pp. 646–647, WJ pp. 98–99)</p> <p>7F: The Gold Rush Collection, SU5, L3, LO5, LO7 (With Informational Essay Option) (Print: 7F: The Gold Rush Collection, SU5, L3, TE Steps I and J p. 116, WJ pp. 74–76)</p> <p>7A: Red Scarf Girl & Narrative SU4, L3, LO4 All Cards (Especially 2, 3) (Print: 7A: Red Scarf Girl & Narrative, SU4, L3, TE Step H p. 208, WJ p. 65)</p> <p>7F: The Gold Rush Collection, SU5, L7, LO3 (Print: Teacher directed to use digital lesson.)</p> <p>7F: The Gold Rush Collection, SU3, L2, LO2–3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>W.7.2.b</p>
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	<p>7B: Character & Conflict, SU4, L2, LO6, All Cards (Print: 7B: Character & Conflict, SU4, L2, Step E, p. 99, SE p. 646, WJ p. 64)</p> <p>7C: Brain Science, SU4, L2, LO4 (Print: 7C: Brain Science, SU4, L2, TE Step E p.181, SE p. 646, WJ pp. 88–89)</p> <p>7E: The Frida & Diego Collection, SU5, L2, LO5, All Cards (With Informational Essay Option) (Print: 7E: The Frida & Diego Collection, SU5, L2, TE Step G p. 123, WJ p. 72)</p> <p>7A: Red Scarf Girl & Narrative, SU4, L3, LO4, All Cards (Especially 3) (Print: 7A: Red Scarf Girl & Narrative, SU4, L3, LO4, TE Step F p. 208, WJ pp. 62–63)</p> <p>7B: Character & Conflict, SU4, L4, LO7 (Print: 7B: Character & Conflict, SU4, Lesson 4, TE Step H p. 100, SE p. 647, WJ pp. 69–70)</p> <p>W.7.2.c 7B: Character & Conflict, SU4, L3, LO5 (Print: 7B: Character & Conflict, SU4, L5, Step J, p. 101, SE p. 647, WJ p. 72)</p> <p>7C: Brain Science, SU4, L5, LO4, All Cards (Print: 7C: Brain Science, SU4, L5, TE Step O p. 184, SE p. 647, WJ pp. 101–102)</p> <p>7F: The Gold Rush Collection, SU5, L5, LO5, All Cards (Especially 1) (With Informational Essay Option)</p>
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	<p>(Print: 7F: The Gold Rush Collection, SU5, L2, TE Step E p. 115)</p> <p>7A: Red Scarf Girl & Narrative, SU4, L4, LO2 (Print: 7A: Red Scarf Girl & Narrative, SU4, L4, TE Step J p. 209, SE p. 647, WJ pp. 68–69)</p> <p>W.7.2.d 7C: Brain Science, SU4, L5, LO6, All Cards (Especially 1) (Print: 7C: Brain Science essay, SU4, L5, TE Step P p. 184, SE p. 648, WJ pp. 104–105)</p> <p>7B: Character & Conflict, SU4, L5, LO3, All Cards (Print: 7B: Character & Conflict, SU4, L5 Step S)</p> <p>7B: Character & Conflict, SU4, L2, LO4 & LO7 (With Informational Essay Option) (Print: 7B: Character & Conflict, SU4, L2, TE Step E p. 99, WJ p. 64)</p> <p>7A: Red Scarf Girl & Narrative, SU4, L2, LO4 (Especially 1) (Print: 7A: Red Scarf Girl & Narrative, SU4, L3, TE Step F p. 208, WJ pp. 62–63)</p> <p>W.7.2.e 7B: Character & Conflict, SU4, L5, LO5, All Cards, (Especially 1) (Print: 7B: Character & Conflict, SU4, L5, TE Step K p. 101, SE p. 648, WJ pp. 75–77)</p> <p>7C: Brain Science, SU4, L5, LO6, All Cards (Especially 1) (Print: 7C: Brain Science essay, SU4, L5, TE Step P p. 184, SE p. 648, WJ pp. 104–105)</p>
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	<p>7E: The Frida & Diego Collection, SU5, L5, LO5, All Cards (Especially 1) (With Informational Essay Option) (Print: 7E: The Frida & Diego Collection, SU5, L5, TE Step P p. 126, SE p. 652, WJ pp. 83–84)</p> <p><i>Mastering Conventions Two</i>, Unit 7, L24–25: Formal and Informal Writing Styles: Code-Switching pp. 338–346</p> <p>W.7.2.f 7C: Brain Science, SU4, L5, LO3, All Cards (Print: 7C: Brain Science, SU4, L5, Step N TE p. 184, SE p. 646, WJ p. 100)</p> <p>7B: Character & Conflict, SU4, L5, LO4, All Cards (Print: 7B: Character & Conflict, SU4, L5 Step I, SE p. 646, WJ p. 71)</p> <p>7F: The Gold Rush Collection, SU5, L4, LO5, LO7 All Cards (With Informational Essay Option) (Print: 7F: The Gold Rush Collection, SU5, L4, TE Step M and N p. 117, SE p. 651, WJ p. 80)</p> <p>7E: The Frida & Diego Collection, SU5, L4, LO5, LO7, All Cards (Print: 7E: The Frida & Diego Collection, SU5, L4, TE Steps M & N p. 125, SE p. 646, WJ p. 80)</p>
<p>W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</p>	<p>W.7.3 7F: The Gold Rush Collection, SU3, L2, LO3, All Cards (Especially 2) (Print: 7F: The Gold Rush Collection, SU3, L2, TE Step F pp. 88–89, WJ pp. 43–45)</p> <p>7G: Intermediate Story Writing, SU1, Lesson 4: Reviewing the Shape of a Story, p. 48</p>

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<p>organize an event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>7A: Red Scarf Girl & Narrative, SU2, L1, LO7, All Cards, (Especially 3) (Print: 7A: Red Scarf Girl & Narrative, SU2, L1, TE Step E p. 16, WJ p. 10)</p> <p>7C: Brain Science, SU1, L8, LO5, All Cards (Print: 7C: Brain Science, SU1, L8, TE Step Y p. 99, WJ p. 37)</p> <p>W.7.3.a 7A: Red Scarf Girl & Narrative, SU2, L3, LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L3, TE Step M p. 26, WJ p. 13)</p> <p>7D: Poetry & Poe, SU2, L4, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7G: Intermediate Story Writing, SU1, Lesson 9: Playing with Perspective, Writing pp. 66–69</p> <p>7G: Intermediate Story Writing SU2, Lesson 11: Creating a Second Believable Character, Writing pp. 75–78</p> <p>7G: Intermediate Story Writing, SU3, Lesson 18: Choosing a Storyline, Writing pp. 105–108</p> <p>7G: Intermediate Story Writing, SU3, Lesson 20: Developing Character Change and Growth—Turning Point and Conclusion/Resolution, Writing pp. 112–115</p> <p>7G: Intermediate Story Writing, SU3, Lesson 23: Editing and Writing the Final Draft, Writing pp. 122–124</p>
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	<p>7G: Intermediate Story Writing SU2, Lesson 15: Setting Up Change and Growth in Rising Action, Writing pp. 88–91</p> <p>W.7.3.b 7A: Red Scarf Girl & Narrative, SU2, L11, LO5, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L11, TE Step W2 p. 45, WJ p. 35)</p> <p>7G: Intermediate Story Writing, SU1, Lesson 10: Playing with Voice in Dialogue, pp. 70–72</p> <p>7G: Intermediate Story Writing SU3, Lesson 21: Revising Sentence Length, Writing pp. 116–118</p> <p>7A: Red Scarf Girl & Narrative, SU2, L7, LO6, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L7, TE Step H2 p. 38, WJ p. 25)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L4, LO3–4 (Print: 7A: Red Scarf Girl & Narrative, SU2, L4, TE Steps Q and R p. 29, WJ pp. 16–17)</p> <p>W.7.3.c 7G: Intermediate Story Writing, SU3, Lesson 23: Editing and Writing the Final Draft, p. 122</p> <p>7G: Intermediate Story Writing, SU2, Lesson 15: Setting Up Change and Growth in Rising Action, p. 88 (What to Do)</p> <p>W.7.3.d 7A: Red Scarf Girl & Narrative, SU2, L10, LO3, All Cards (Especially 2)</p>
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	<p>(Print: 7A: Red Scarf Girl & Narrative, SU2, L10, Step S2, TE p. 43, WJ p. 32)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L9, LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L9, Step N2, TE p. 42)</p> <p>7E: The Frida & Diego Collection, SU3, L2, LO3, LO4, LO5, LO7, All Cards (Print: 7E: The Frida & Diego Collection, SU3, L2, TE Step G–I (for I see digital LO7) pp. 94–95, WJ pp. 37–38)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L6, LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L6, TE Step C2 p. 35, WJ p. 23)</p> <p>W.7.3.e 7G: Intermediate Story Writing, SU3, Lesson 20: Developing Character Change and Growth—Turning Point and Conclusion/Resolution, Writing, pp. 112–115</p> <p>7G: Intermediate Story Writing, SU1, Lesson 4: Reviewing the Shape of a Story, Writing pp. 48–52</p>
Production and Distribution of Writing	
W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>7C: Brain Science, SU4, L5, LO2, 4–6, All Cards (Print: 7C: Brain Science, SU4, L5, TE Steps O and P pp.184, SE pp. 647–648, WJ pp. 101–105)</p> <p>7F: The Gold Rush Collection: SU3, L2, LO3, All Cards (Especially 2) (Print: 7F: The Gold Rush Collection, SU3, L2, TE Step F p. 88, WJ pp. 43–45)</p>

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	<p>7B: Character & Conflict, SU4, L1, LO2, All Cards (Print: 7B: Character & Conflict, SU4, L1, TE Step A p. 98, SE p. 646, WJ p. 60)</p> <p>All Essay Sub-units</p>
<p>W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)</p>	<p>7A: Red Scarf Girl & Narrative, SU2, L7, LO4–5, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L7, TE Step F2 p. 37, WJ p. 24)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L2, LO7, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L2, Step I, TE p. 21)</p> <p>7C: Brain Science, SU4, L4, LO3, All Cards (Print: 7C: Brain Science, SU4, L4, TE Step K p. 183, WJ pp. 95–96)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L12, LO3–LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L12, TE Step Z2 p. 47, WJ pp. 18 and 28)</p>
<p>W.7.6: Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.</p>	<p>7E: The Frida & Diego Collection, SU5, L7, LO2–3, All Cards</p> <p>7F: The Gold Rush Collection, SU5, L7, LO3, All Cards (Especially 1)</p> <p>7F: The Gold Rush Collection, SU5, L6, LO4, All Cards</p>
Research to Build and Present Knowledge	

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<p>W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>7E: The Frida & Diego Collection, SU2, L3, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7E: The Frida & Diego Collection, SU4, L2, LO4, All Cards (Print: 7E: The Frida & Diego Collection, SU4, L2, TE Step G p. 113, WJ p. 62)</p> <p>7F: The Gold Rush Collection, SU5, L1, LO4, All Cards, (Especially 1) (Print: 7F: The Gold Rush Collection, SU5, L1, TE Step C p. 114, WJ p. 70)</p> <p>7E: The Frida & Diego Collection, SU4, L3, LO5, All Cards (Print: Teacher directed to use digital lesson.)</p>
<p>W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>7E: The Frida & Diego Collection, SU1, L1, LO3–LO4, All Cards (Print: 7E: The Frida & Diego Collection, SU1, L1, TE Step A and B pp. 10–11, WJ pp. 8–9)</p> <p>7E: The Frida & Diego Collection, SU1, L3, LO3, All Cards (Print: 7E: The Frida & Diego Collection, SU1, L3, TE Step E and F pp. 13–14)</p> <p>7F: The Gold Rush Collection, SU5, L6, LO3–4, All Cards (Print: 7F: The Gold Rush Collection, SU5, L6, TE Steps T and U p. 119, SE p. 653, WJ pp. 85–87)</p> <p>7F: The Gold Rush Collection, SU1, L3, LO2–6, All Cards (Print: 7F: The Gold Rush Collection, SU1, L3, TE Step D–I pp. 13–15, WJ pp. 11–12)</p>

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<p>W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 7 Reading standards</i> to literature (e.g., —Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history]). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims). 	<p>W.7.9 7D: Poetry & Poe: SU2, L5, LO4, All Cards (Especially 3) (Print: 7D: Poetry & Poe, SU2, L5, TE Step H–J, pp. 45–47, WJ pp. 25–28)</p> <p>7C: Brain Science, SU3, L1, LO5, All Cards (Especially 2) (Print: 7C: Brain Science, SU3, L1, TE Step D p. 168, WJ p. 78)</p> <p>7B: Character & Conflict, SU2, L12, LO4, All Cards (Print: 7B: Character & Conflict, SU2, L12, TE Step L2 p. 74, WJ p. 49)</p> <p>W.7.9.a 7B: Character & Conflict, SU3, L2, LO5, Card 2 (Print: Teacher directed to use digital lesson.)</p> <p>7D: Poetry and Poe SU3, L3, LO3, Card 2 (Print: 7D: Poetry & Poe, SU3, L3, TE Step I p.48, WJ p.85)</p> <p>W.7.9.b 7C: Brain Science, SU1, L4, LO4, Card 2 (Print: 7C: Brain Science, SU1, L4, TE Step M p.89, WJ p.24)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L5, LO5, Card 2 (Print: 7A: Red Scarf Girl & Narrative, SU3, L5, Step X p. 183 and WJ p. 42)</p>
Range of Writing	
<p>W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a</p>	<p>Amplify students write in almost every lesson. Writing tasks range from short answer questions during reading activities, to 10–14 minute, paragraph-length, formative writing activities, to</p>

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<p>day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>multi-paragraph essays written over the course of several lessons in the summative Write an Essay Sub-units.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● Short Answer Activities <ul style="list-style-type: none"> ○ Digital Example: 7A: Red Scarf Girl & Narrative, SU3, L3, LO5, All Cards (Especially 1, 5, and 6) ○ Print Example: 7A: Red Scarf Girl & Narrative, SU3, L3, TE Step Q p. 178, SE p. 158, WJ p. 39 ● Formative Writing Activities <ul style="list-style-type: none"> ○ Digital Example: 7C: Brain Science, SU2, L1, LO4, All Cards ○ Print Example: 7C: Brain Science, SU2, L1, TE Step C, p. 134, SE p. 362, WJ p. 57 ● Summative Essay Sub-units <ul style="list-style-type: none"> ○ Digital Example: 7D: Poetry & Poe, SU5, Write an Essay ○ Print Example: 7D: Poetry & Poe, SU5, Write an Essay, TE pp. 120–124, SE pp. 646–649, WJ pp. 84–105
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SPEAKING AND LISTENING STANDARDS

Standard	Amplify ELA Citations
Comprehension and Collaboration	
<p>SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p>SL.7.1 7A: Red Scarf Girl & Narrative, SU3, L12, LO5, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L12, Step V2, TE p. 45)</p>

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<ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding. 	<p>7B: Character & Conflict, SU2, L13 LO2, All Cards (Especially 2) (Print: 7B: Character & Conflict, SU2, L13 Step N2 TE p. 76 and WJ p. 50)</p> <p>SL.7.1.a 7D: Poetry & Poe, SU3, L1, LO5, All Cards (Print: 7D: Poetry & Poe, SU3, L1, TE Step C p. 73, WJ p. 38)</p> <p>7E: The Frida & Diego Collection, SU3, L3, LO6 (Print: 7E: Frida & Diego, SU3, L3, TE Step N p. 98)</p> <p>SL.7.1.b 7E: The Frida & Diego Collection, SU4, L1, LO3, All Cards (Print: 7E: The Frida & Diego Collection, SU4, L1, TE Step A p. 107, WJ p. 58)</p> <p>7F: The Gold Rush Collection, SU4, L1, LO3, Cards 1–2 (Print: 7F: The Gold Rush Collection, SU4, L1, TE Step A p. 99, WJ p.58)</p> <p>SL.7.1.c 7E: The Frida & Diego Collection, SU4, L2, LO3, All Cards (Print: 7E: The Frida & Diego Collection, SU4, L2, TE Step F p. 112, WJ pp. 60–62)</p> <p>7F: The Gold Rush Collection, SU4, L1, LO6 (Print: 7F: The Gold Rush Collection, SU4, L1, TE Step D p.103, WJ p.60)</p> <p>SL.7.1.d 7C: Brain Science, SU1, L3, LO4, All Cards, (Especially 3) (Print: 7C: Brain Science, SU1, L3, TE Step I p. 85, WJ p. 18)</p>
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	<p>7D: Poetry & Poe, SU4, L4, LO8 (Print: 7D: Poetry & Poe, SU4, L4, TE Step O p. 111, WJ p.69)</p>
<p>SL.7.2: Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>7A: Red Scarf Girl & Narrative, SU3, L3, LO5, All Cards (Especially 6) (Print: 7A: Red Scarf Girl & Narrative, SU3, L3, TE Step Q p. 178, WJ p. 39)</p> <p>7E: The Frida & Diego Collection, SU2, L3, LO5, All Cards (Especially 3) (Print: Teacher directed to use digital lesson.)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L1, LO5–6, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L1, TE Steps C and D pp. 14–15, WJ p. 9)</p> <p>7E: The Frida & Diego Collection, SU1, L1, LO5 (Print: 7E: The Frida & Diego Collection, SU1, L1, TE Step B p. 11, WJ p. 9)</p>
<p>SL.7.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.</p>	<p>7D: Poetry & Poe, SU2, L6 LO4, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU2, L6, TE Step M p. 49, WJ p. 31)</p> <p>7D: Poetry & Poe, SU5, L4, LO7, All Cards (Print: 7D: Poetry & Poe, SU5, L4, TE Step K p. 123, WJ p. 83–84)</p> <p>7B: Character & Conflict, SU2, L11, LO3–LO5 (Especially LO5) (Print: 7B: Character & Conflict, SU2, L11, TE Steps G2–I2 pp. 71–72, WJ pp. 46–48)</p>
Presentation of Knowledge and Ideas	

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<p>SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>7D: Poetry & Poe, SU2, L4, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7F: The Gold Rush Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7D: Poetry & Poe, SU2, L5, LO4, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU2, L5, TE Step H p. 45, WJ p. 25)</p> <p>7C: Brain Science, SU1, L9, LO3, All Cards (Especially 1–2) (Print: 7C: Brain Science, SU1, L9, TE Step A2 p. 101, WJ pp. 39-40)</p>
<p>SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>7F: The Gold Rush Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7E: The Frida & Diego Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p>
<p>SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)</p>	<p>7A: Red Scarf Girl & Narrative, SU3, L4, LO4, All Cards (Especially 1) (Print: 7A: Red Scarf Girl & Narrative, SU3, L4, TE Step S p. 180, WJ p. 40)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L9, LO7, All Cards (Especially 1) (Print: 7A: Red Scarf Girl & Narrative, SU2, L9, TE Step P2 p. 42, WJ p. 30)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L7, LO6, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L7, TE Step D2 p. 188, WJ p. 44)</p>

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Standard	Amplify ELA Citations
Conventions of Standard English	
<p>L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	<p>L.7.1 Grammar Unit: SU2, L8, LO6, All Cards</p> <p><i>Mastering Conventions Two:</i> Unit 1, Skill Drill 4F: Finding and Fixing Run-On Sentences, pp. 89–92</p> <p>Grammar Unit: SU6, L2, LO6, All Cards</p> <p>L.7.1.a Grammar Unit: SU2, L5, LO3, All Cards</p> <p><i>Mastering Conventions One:</i> Unit 4, Lesson 22: Identifying and Fixing Sentence Fragments That Are Prepositional Phrases, pp. 305–311</p> <p>Grammar Unit: SU2 L2 LO3 (All Cards) and LO5 (All Cards)</p> <p><i>Mastering Conventions One:</i> Unit 4, Lesson 23: Defining and Identifying Clauses, pp. 316–322</p> <p>L.7.1.b <i>Mastering Conventions Two:</i> Unit 3, Skill Drill 13A: Revising by Combining Sentences, pp. 180–184</p> <p><i>Mastering Conventions Two:</i> Unit 3, Lessons 10–11: Defining and Identifying Compound Sentences, pp. 138–148</p>

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	<p><i>Mastering Conventions Two</i>: Unit 3, Lessons 12–13: Defining and Recognizing Complex Sentences, pp. 168–179</p> <p><i>Mastering Conventions Two</i>: Unit 3, Lesson 14: Keeping Verb Tense Consistent in Complex Sentences, pp. 197–203</p> <p>L.7.1.c Grammar Unit: SU2, L5, LO5 and 6, All Cards</p> <p><i>Mastering Conventions Three</i>: Unit 1, Skill Drill 4B: Finding and Fixing Dangling Modifiers, pp. 44–47</p> <p><i>Mastering Conventions Three</i>: Unit 1, Lesson 3: Reviewing Misplaced Modifiers, pp. 25–30</p>
<p>L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly. 	<p>L.7.2 7B: Character & Conflict SU4, L5, LO5, All Cards, (Especially 1) (Print: 7B: Character & Conflict , SU4, L5, TE Step K, p. 101, SE p. 648, WJ pp. 75–77)</p> <p><i>Mastering Conventions Two</i>: Unit 6, Lesson 20: Finding and Fixing Comma Errors With Adjectives, pp. 293–296</p> <p><i>Mastering Conventions Two</i>: Unit 6, Lesson 21: Use Punctuation to Set Off Nonrestrictive Elements, pp. 302–305</p> <p><i>Mastering Conventions Two</i>: Unit 6 Lesson 22: Using Apostrophes Correctly, pp. 306–311</p>

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	<p>L.7.2.a Grammar Unit, Sub-Unit 7, Lesson 1, LO3, All Cards</p> <p><i>Mastering Conventions Two</i>: Unit 6, Lesson 20: Finding and Fixing Comma Errors With Adjectives, Skill Drill 20A: Punctuating Sentences With Multiple Adjectives, p. 293</p> <p>L.7.2.b 7F: The Gold Rush Collection SU5, L5, LO6, Card 1 (Print: 7F: The Gold Rush Collection, SU5, L5, TE Step O p. 118, SE pp. 651–653, WJ pp. 81–84)</p> <p><i>Mastering Conventions Four</i></p>
Knowledge of Language	
<p>L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>L.7.3 Grammar Unit, Sub-unit 5, Lesson 2, All Cards</p> <p><i>Mastering Conventions Two</i>: Unit 3, Lesson 14: Keeping Verb Tense Consistent in Complex Sentences, pp. 197–203</p> <p><i>Mastering Conventions Two</i>: Unit 1, Lesson 1: Finding and Fixing Sentence Fragments, pp. 14–19</p> <p>L.7.3.a 7C: Brain Science SU4, L5, LO5, All Cards (Print: 7C: Brain Science, SU4, L5, TE Step P p. 184. WJ pp. 104–105)</p> <p>7D: Poetry & Poe, SU5, L5, LO5, All Cards, (Especially 2) (Print: 7D: Poetry & Poe, SU5, L5, TE Step P p. 124, SE p. 648, WJ pp. 92–93)</p>

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	<p><i>Mastering Conventions Two: Unit 3, Skill Drill 13C: Revising by Combining Sentences, pp. 189–192</i></p>
<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>Note: Alignment citations for Language Standards 4, 5, 6 include links to the cited activity in the Amplify Vocab App. Reviewers will need to be logged in to Amplify in order for these links to work.</p>	
<p>L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>L.7.4</p> <p>Vocab App: "refinement" Narrative Multiple Choice activities - Keisha https://vocabulary.amplify.com/#/keisha/34726</p> <p>Vocab App: "refinement" Narrative Multiple Choice activities -Blind Item https://vocabulary.amplify.com/#/blinditem/34727</p> <p>L.7.4.a</p> <p>Vocab App: "retorted" Narrative Multiple Choice activities - Guillermo https://vocabulary.amplify.com/#/guillermo/7173</p> <p>Vocab App: "retorted" Narrative Multiple Choice activities - May I https://vocabulary.amplify.com/#/mayi/7170</p> <p>Vocab App: "feat" Narrative Multiple Choice activities - Best Meal https://vocabulary.amplify.com/#/bestmeal/34701</p> <p>Vocab App: "feat" Narrative Multiple Choice activities - Hashtag https://vocabulary.amplify.com/#/hashtag/34700</p> <p>7D Poetry & Poe, SU3, L1, LO7, All Cards (Print: 7D: Poetry & Poe, SU3, L1, TE Step E p.75, WJ p. 40)</p>

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	<p>L.7.4.b Vocab App: "igneous" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3018</p> <p>Vocab App: "geography" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3001</p> <p>L.7.4.c/d Vocab App: "cultured" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143896</p> <p>Vocab App: "deed" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143933</p>
<p>L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). 	<p>Vocab App: "cunningly" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2553 https://vocabulary.amplify.com/#/ordersynonyms/2551 https://vocabulary.amplify.com/#/findantonyms/2550 https://vocabulary.amplify.com/#/orderantonyms/2552</p> <p>7D: Poetry & Poe, SU1, L2, LO3, All Cards (Especially 4) (Print: 7D: Poetry & Poe, SU1, L2, TE Step G p. 17, WJ pp. 11–12)</p> <p>Vocab App: "acute" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/227 https://vocabulary.amplify.com/#/ordersynonyms/229 https://vocabulary.amplify.com/#/findantonyms/228 https://vocabulary.amplify.com/#/orderantonyms/226</p>
<p>L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary; gather vocabulary knowledge when</p>	<p>7D: Poetry & Poe, SU1, L2, LO2, All Cards (Especially 4) (Print: 7D: Poetry & Poe, SU1, L2, TE Step F p. 16, WJ p. 10)</p>

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<p>considering a word or phrase important to comprehension or expression.</p>	<p>7D: Poetry & Poe, SU1, L3, LO3, All Cards (Print: 7D: Poetry & Poe, SU1, L3, TE Step I pp. 18–19, WJ p. 14)</p> <p>Vocab App: "accosted" Two of a Kind activity https://vocabulary.amplify.com/#/analogy/143988</p> <p>Vocab App: "retribution" Narrative Multiple Choice activity - Greatest Movie https://vocabulary.amplify.com/#/greatestmovie/22777</p> <p>7D: Poetry & Poe, SU4, L2, LO3, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU4, L2, TE Step D p. 102 , WJ p. 57)</p>
<p style="text-align: center;">Language Progressive Skills</p> <p>The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</p>	
<p>L.3.1.f: Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>Grammar Unit: SU3, L2-5</p> <p>Grammar Unit: SU4, L2 and L5</p> <p>Grammar Unit: SU5, L2 and L3</p> <p><i>Mastering Conventions One:</i> Unit 1, Lesson 5: Defining and Identifying Pronouns, p. 67</p> <p><i>Mastering Conventions Two:</i> Unit 4, Lesson 15: Subject/Verb Agreement, p. 212</p> <p><i>Mastering Conventions Two:</i> Unit 4, Lesson 16: Subject/Verb Agreement With Indefinite Pronouns, p. 218</p>

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L.3.a: Choose words and phrases for effect.	<i>Mastering Conventions One:</i> Unit 1, Lesson 11: Defining and Identifying Adverbs, p. 153
L.3.3.a: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Grammar Unit: SU1, L1-5 Grammar Unit: SU2, L1-5 <i>Mastering Conventions One:</i> Unit 4, Lesson 22: Identifying and Fixing Sentence Fragments That Are Prepositional Phrases, p. 305 <i>Mastering Conventions One:</i> Unit 4, Lesson 24: Finding and Fixing Sentence Fragments, p. 342 <i>Mastering Conventions Two:</i> Unit 1, Lesson 3: Defining, Finding, and Fixing Run-On Sentences, p. 57
L.4.1.g: Correctly use frequently confused words (e.g., to/too/two; there/their).	Grammar Unit: SU3, L4 <i>Mastering Conventions One:</i> Unit 3, Lesson 17: Distinguishing Between “Your” and “You’re,” p. 236 <i>Mastering Conventions One:</i> Unit 3, Lesson 18: Distinguishing Between “Their” and “They’re,” p. 249 <i>Mastering Conventions One:</i> Unit 3, Lesson 19: Distinguishing Between “Its” and “It’s,” p. 263
L.4.3.a: Choose words and phrases to convey ideas precisely. ¹	Grammar Unit: SU5, L1, L3, and L4 Grammar Unit: SU6, L2-4
L.4.3.b: Choose punctuation for effect.	Grammar Unit: SU7, L1

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	<p><i>Mastering Conventions One:</i> Unit 1, Lesson 1: Capitalizing and Punctuating Sentences, p. 16</p> <p><i>Mastering Conventions Three:</i> Unit 4, Lesson 15: Use Punctuation to Indicate a Pause or Break, p. 207</p>
L.5.1.d: Recognize and correct inappropriate shifts in verb tense.	<p>Grammar Unit: SU5, L1-4</p> <p>Grammar Unit: SU6, L1-4</p>
L.5.2.a: Use punctuation to separate items in a series. ²	<p><i>Mastering Conventions One:</i> Unit 1, Skill Drill 10B: Using Commas Between Adjectives, p. 150</p> <p><i>Mastering Conventions Three:</i> Unit 4, Lesson 14: Reviewing, Finding, and Fixing Comma Errors With Adjectives, p. 194</p>
L.6.1.c: Recognize and correct inappropriate shifts in pronoun number and person.	<p>Grammar Unit: SU4, L1, LO2 and LO3</p> <p>Grammar Unit: SU4, L1, LO4 and LO5</p> <p><i>Mastering Conventions One:</i> Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216</p>
L.6.1.d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<p>Grammar Unit: SU4, L3, LO2</p> <p>Grammar Unit: SU4, L5, LO3</p> <p><i>Mastering Conventions One:</i> Unit 1, Lesson 5: Defining and Identifying Pronouns, p. 67</p> <p><i>Mastering Conventions One:</i> Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216</p>

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<p>L.6.1.e: Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p>Grammar Unit: SU4, L5, LO4</p> <p><i>Mastering Conventions One:</i> Unit 5, Lesson 25: Formal and Informal Writing Styles—Code-Switching, p. 358</p> <p><i>Mastering Conventions One:</i> Unit 5, Lesson 26: Formal and Informal Writing Styles—Code-Switching, p. 362</p>
<p>L.6.2.a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p>Grammar Unit: SU7, L1, LO2, All Cards</p> <p><i>Mastering Conventions Two:</i> Unit 6, Lesson 21: Use Punctuation to Set Off Nonrestrictive Elements, p. 302</p>
<p>L.6.3.a: Vary sentence patterns for meaning, reader/listener interest, and style.³</p>	<p>Grammar Unit: SU2, L5, LO6</p> <p>Grammar Unit: SU4, L3, LO5</p> <p><i>Mastering Conventions Two:</i> Unit 3, Skill Drill 13D: Experimenting With Complex Sentence Structure, p. 193</p> <p><i>Mastering Conventions One:</i> Unit 1, Lesson 8: Using Modal Helping Verbs to Show More About the Action, p. 108</p> <p><i>Mastering Conventions One:</i> Unit 4, Skill Drill 23D: Revising Complete Sentences, p. 338</p>
<p>L.6.3.b: Maintain consistency in style and tone.</p>	<p>7F: The Gold Rush Collection, SU5, L5, LO6, All Cards (Especially 1) (Print: 7F: The Gold Rush Collection, SU5, L5, TE Step Q p. 118, WJ pp. 85–86)</p>

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<p>L.7.1.c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>Grammar Unit: SU2, L5, LO5 and 6, All Cards</p> <p><i>Mastering Conventions Three:</i> Unit 1, Skill Drill 4B: Finding and Fixing Dangling Modifiers, pp. 44–47</p> <p><i>Mastering Conventions Three:</i> Unit 1, Lesson 3, Reviewing Misplaced Modifiers, pp. 25–30</p>
<p>L.7.3.a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>7C: Brain Science, SU4, L5, LO5, All Cards (Print: 7C: Brain Science, SU4, L5, TE Step P p. 184. WJ pp. 104–105)</p> <p>7D: Poetry & Poe, SU5, L5, LO5, All Cards, (Especially 2) (Print: 7D: Poetry & Poe, SU5, L5, TE Step P p. 124, SE p. 648, WJ pp. 92–93)</p> <p><i>Mastering Conventions Two:</i> Unit 3, Skill Drill 13C: Revising by Combining Sentences, p. 189</p>
<p>L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>N/A</p>
<p>L.9-10.1.a: Use parallel structure.</p>	<p>N/A</p>

¹ Subsumed by L.7.3.a

² Subsumed by L.9-10.1.a

³ Subsumed by L.11-12.3.a